UNIVERSITY OF MYSORE.

MEETING OF THE SENATE HELD IN THE MATHEMATICS HALL OF THE CENTRAL COLLEGE, BANGALORE, ON FRIDAY THE 18TH AND SATURDAY THE 19TH NOVEMBER 1927.

Result of election held, propositions carried, lost, withdrawn or dropped.

1. *Proposition.*—That the Senate do resolve itself into a committee of the whole for the purpose of considering the Report of the University Audit Board for 1925-26, together with its enclosures and all connected matters, and deciding what steps should be taken to rectify the defects brought to notice by the said Report.

Withdrawn.

2. *Proposition.*—That the Council be requested to appoint a committee to suggest the form in which the Board of Audit should be required to present its report under Ordinance 27 (page 18 of Calendar for 1926-27, Vol. I) and also to recommend what registers and books of stock and cash accounts should be maintained in the University Office and in the offices of University institutions.

The proposition was moved in the following form:—

That the Council be requested to appoint a committee to suggest in what way the duties and powers of the Board of Audit which are generally described in Ordinance 27 can be more fully and specificallly laid down with a view to a definite understanding thereof both by the Board of Audit and by the Heads of Institutions audited.

Carried.

3. *Election of the Members of the Board of Audit.*

(*vide* Ordinance 25, page 17 of Calendar for 1926-27, Vol. I.)

The following Fellows were elected members of the Board of Audit:—

1. Mr. M. T. Narasniengar, M.A. (Chairman).
2. Rao Bahadur Dr. C. B. Rama Rao, B.A., M.D.
3. Mr. B. K. Ramakrishnaiya, M.A., LL.B.

4. Resolution of the University Council, dated the 5th July 1927, that the recommendations of the Board of Studies in French regarding the detailed courses of study and schemes of examination in French for the Intermediate in Science and the Intermediate in Science (leading to Engineering) [*vide* Appendix A], be approved, the maximum mark being changed from 200 to 100, and that this be placed before the Senate for information. (Resolution passed at the Special meeting of the Senate held on the 9th June 1927).

Recorded.

5. Resolution of the University Council, dated the 29th October 1927, that the Proceedings of the Joint Meeting of the Faculties of Arts and Science, held on 22nd October 1927 (*Vide* Appendix B), regarding the question of minimum attendance for the Intermediate Courses be placed before the Senate. The Chairman of the Joint Meeting will move the adoption of the Resolution passed at the meeting.

Amendment proposed.

In item 3 of Appendix "B" for the words "not less than three-fourths of the number of working days" substitute the words "not less than three-fourths of the number of working periods in each of the subjects"

The proposition as amended in the Appendix to read as under:—

"A student shall be considered to have studied for a year at an Intermediate College, if he shall have attended not less than three-fourths of the number of working periods in each of the subjects during the said year."

Amendment carried.

The resolution as amended was carried.—

6. Resolution of the University Council, dated the 29th October 1927, that the resolutions passed at the meetings of the Board of Studies in Natural Science and the Faculty of Science held on the 11th August 1927 and the 22nd October 1927 respectively (*Vide* Appendix C) regarding the question of Practical Examination in Natural Science subjects for the Intermediate in Arts and the Intermediate in Science Examinations be placed before the Senate. The Dean of the Faculty of Science will move the adoption of the Resolution passed at the meeting of the Faculty. (Resolution passed at the Special meeting of the Senate held on the 9th June 1927).

Resolved that this motion with the reports of the Board of Studies in Natural Science and the Faculty of Science and the suggestions made during the discussion in the House be referred back to the Faculty of Science for re-consideration and report.

7. Resolution of the University Council, dated the 16th November 1927, that it be reported to the Senate that, with reference to the Resolutions Nos. 3 and 4, passed at its meeting held on the 10th April 1926, the Government are advised that, under the constitution of the University, the production of papers on demand is not allowable.

Recorded.

8. *Proposition.*—That the revised conditions relating to the endowment of Mr. B. S. Krishnaswamy Iyengar, B.A., B.L., retired District Judge, Bangalore, which were accepted by the University Council at the Meeting held on the 18th June 1927 (*vide* Appendix D), be approved.

Carried.

9. *Proposition.*—That the alterations in the conditions relating to the endowment of Khan Bahadur Hajee Sir Ismail Sait, Kt. (page 231 of Calendar for 1926-27, Vol. I), which were accepted by the University Council at the meeting held on the 29th October 1927, (*vide* Appendix E), be approved.

Carried.

10. *Proposition.*—That the word 'prize' wherever it occurs in the endowment for the award of the Thungamma Prize (page 237 of Calendar for 1926-27, Vol. I), be changed into 'scholarship,' that the words "in the form of books or instruments selected by the prize-winner" occurring in lines 5 and 6 of the second para be deleted and that condition 1(a) and (b) of the conditions relating to the endowment be modified as under :—

Delete condition 1(a) and (b) and insert the following as condition 1 in its place :—

1. The scholarship shall be awarded to a woman student or in the absence of a woman student, to a poor Brahmana male student, who has resided in the Mysore State for not less than 10 years and takes the highest number of marks at the II M. B. B. S. Examination, among the students of that class.

The conditions as modified to read as in Appendix F.

Carried.

11. *Proposition.*—That the following endowments accepted by the University Council be approved [*vide* Ordinance 4 (e), page 13 of Calendar for 1926-27, Vol. I.]

	Name of Donor	*Amount.*	*Conditions.*
1.	Mr. V. Subrahmanya Iyer, B.A.	Rs. 1,008	For conditions, see Appendix G.
2.	„ B. M. Srikantia, M.A., B.L.	Rs. 1,000	For conditions, see Appendix H.

Carried.

12. *Proposition.*—That the following proposition moved by Mr. M. Ramachandra Rao, B.A., B.L., at the meeting of the Senate held on the 8th and 9th April 1927 and the Report thereon of the Faculty of Engineering and Technology to which the Proposition was referred for consideration and opinion (*vide* Proceedings of the Senate Meeting held on the 8th and 9th April 1927, pages 36 and 37), be considered and the question decided :—

(i) *Proposition.*—That Ordinance 89A (page 35 of Calendar for 1926-27, Vol. I) be amended by omitting the words "alphabetical order" and by substituting therefor the words "order of merit."

The Ordinance when amended to read as follows :—

"89A. Only candidates who obtain 50 per cent and over of the total marks will be considered to have passed the B. E. Degree Examination. The names of those candidates who obtain 66 per cent and over of the total marks at the B. E. Degree Examination shall be arranged in order of merit in the first class, and the names of those who obtain 50 per cent and over but less than 66 per cent of the total marks shall be arranged in order of merit in the second class. Candidates who obtain 40 per cent and over but less than 50 per cent of the total marks at the B. E. Degree Examination will be granted certificates."

(ii) *Report* of the Faculty of Engineering and Technology, dated the 4th June 1927, "that, in the opinion of the Faculty, it is not desirable to change the existing practice."

The resolution of the Faculty "that, in their opinion, it is not desirable to change the existing practice" was *carried.*

13. *Proposition.*—That, in view of the special circumstances of the present transitional period and the recommendation of the University Council based thereon, A. S. Appanna, a student of the First year B. A. Class, Maharaja's College, Mysore, be allowed to offer French as his Second Language for the B. A. Degree Examination as an exception to Ordinance 63 II.

Carried.

14. *Proposition.*—That the Scheme for the M. A. Degree in Persian recommended by the Board of Studies in Urdu, Arabic and Persian (*vide* Appendix I) be approved.

Carried.

15. *Proposition.*—That the Scheme for the Intermediate Examination in Engineering [*under Ordinance* 91 (*e*) 1], given on pages 140 and 141 of Calendar for 1926-27, Vol. I, be modified as under:—

In column 4 on page 141, substitute "3" for "2" against item 5 "Geology—Theory"; and change the duration of the Geology Practical paper from 2 to 1½ hours.

Carried.

16. *Proposition.*—That the Scheme of Examination in Electrical Engineering for the B. E. Degree, as passed at the Senate Meeting held on the 19th and 20th November 1926 and sanctioned by Government (*vide* Appendix J), be modified as under:—

In column 5, delete '250' against papers 7, 8 and 9 in Electrical Engineering, and insert '75' against paper 7, '75' against paper 8, and '100' against paper 9.

Carried.

17. *Proposition.*—That the detailed syllabus in Dynamics for students taking 'Additional Mathematics' for the Intermediate Examination in Science, as passed at the Joint Meeting of the Boards of Studies in Physical Science and Mathematics, held on the 13th August 1927 (*vide* Appendix K), be approved.

Carried.

18. *Proposition*—That the detailed courses of study in the several subjects for the B. T. Degree Examination, as passed at the meetings of the Board of Studies in Teaching, held on 9th September 1926, 11th April 1927 and 6th August 1927 (*vide* Appendix L), be approved.

Carried.

19. *Proposition.*—That the Council recommends that the fee for courses of study for the Intermediate Examination be Rs. 60 a year and that the fee for admission to the Intermediate Examination be Rs. 24.

The following amendment was moved with the permission of the House:—

That the fee of courses of study for the Intermediate Examination shall be, during the first year Rs. 48 and during the second year Rs. 60, and that the fee for admission to the Intermediate Examination shall be Rs. 24.

Carried.

20. *Proposition.*—That Ordinance 67 (page 29 of Calendar for 1926-27, Vol. I) be amended as under:—

Add the following as a separate para after "A. Intermediate Examination in Engineering" and before "B. Final Examination in Engineering" of the Ordinance:—

"The Council shall have power to exempt students who have passed the B. A. Degree Examination in Physics and Chemistry from further attendance at the classes in Physics and Chemistry."

Amendment proposed.

That the following para be substituted for that in lines 5, 6 and 7 of the Proposition:—

"The Council shall have power to exempt students who have passed the B. A. or the B. Sc. Degree Examination in Physics from further attendance at the Practical Classes in Physics and similarly those who have passed the B. A. or the B. Sc. Degree Examination in Chemistry from further attendance at the Practical Classes in Chemistry. Such students shall be given for record of practical work done during the course the same percentage of marks as they secured for the class work in the B. A. or the B. Sc. Degree Examination.

Resolved that the whole Proposition with the amendment and the gist of the discussion be referred to the Faculty of Engineering and Technology for consideration and report.

21. *Proposition.*—That there be two Examinations for the L. M. P. Diploma—1st, 2nd, 3rd and 4th years, and that the second examination be held in the 1st week of July every year.

Resolved that the proposition be referred to the Faculty of Medicine for consideration and report.

22. *Proposition.*—That Ordinance 54A (pages 21 to 23 of Calendar for 1926-27, Vol. I) be amended as under:—

(i) "In clause (4) of the Ordinance, page 22, delete the second sentence and substitute the following:—

The Registrar shall then ascertain, if the nominated candidates are willing to serve as members of the University Council, by sending requisitions to them. Failure to receive a reply from any such candidate within a fortnight after the requisition is sent shall be construed as unwillingness on the part of such candidate to serve as a member of the University Council.

(ii) In clause (5) thereof, (on the same page) in line 1, substitute for the words "by the notice" the words "for receiving the replies."

The two clauses of the Ordinance as amended to read as under :—

"54A. (4) Any person entitled to vote may within the period fixed send up a nomination paper containing names of not more than the number of candidates to be elected. The Registrar shall then ascertain, if the nominated candidates are willing to serve as members of the University Council by sending requisitions to them. Failure to receive a reply from any such candidate within a fortnight after the requisition is sent shall be construed as unwillingness on the part of such candidate to serve as a member of the University Council.

(5) On the expiration of the period fixed for receiving the replies, the Registrar after scrutiny of the nominations received, shall prepare and send to every person entitled to vote, a list of the candidates duly nominated and willing to serve as members of the University Council together with a voting paper, and shall also specify the date fixed for election and the time on the said date by which votes must be deposited with him."

Carried.

23. *Proposition.*—That the Council recommends that the service of Mr. R. D. Kelkar (a passed B. E. of this University) as an Assistant Professor of Mechanical Engineering at the N. E. D. College of Engineering, Karachi, be considered as sufficient practical training for purposes of Ordinance 90 (page 35 of Calendar for 1926-27, Vol. I) and that he be granted the B. E. Degree.

Carried.

24. *Proposition.*—That Ordinance 64 III (a) (page 27 of Calendar for 1926-27, Vol. I) be amended as under :—

(i) In line 1, omit the word 'six' and substitute the word 'seven';

(ii) add 'Physiology' between 'Botany' and 'Geology' occurring in lines 3 and 4.

The Ordinance when amended to read as under :—

"64 I.

II.

III. (*a*) In the first year, any three of the following seven subjects :—Mathematics, Physics, Chemistry, Zoology, Botany, Physiology and Geology.

(*b*)

The mover was absent and no other member desired to move the proposition.

Dropped.

25. *Proposition.*—(1) That Propositions for a Senate Meeting be kindly arranged beforehand by the University Council so that it may not be necessary to change their order unless for some extraordinary reason which could not be thought of at the time of preparing the agenda.

(2) that propositions dealing with the same or a related subject be always placed together in the agenda, and

(3) that propositions left over at the previous Senate Meeting for want of time be always given preference of order in the agenda.

(1) *Lost.* (2) *Carried* (3) *Carried.*

26. *Proposition.*—That the Senate recommends to the University Council to make suitable provision for definite minimum salaries rising by definite annual increments to definite maximum salaries in the case of each of the tutorial officers in the University, under three classes, *viz.*, (1) Tutors, Demonstrators and Lecturers, (2) Asst. Professors, (3) Professors, in view of the fact that much discontent prevails in the present system of grading and promotion ; and that supersessions for alleged meritorious services be put an end to by recognising such meritorious services in other ways, such as by giving medals, money prizes or praises.

The last clause, *viz.*, "and that supersessions.....praises," was withdrawn by the mover, and eventually after discussion, the proposition was moved in the following form :—

"That the Senate recommends to the University Council to make suitable provision for definite minimum salaries rising by definite annual increments to definite maximum salaries in the case of each of the tutorial officers in the University under suitable classes in view of the fact that much discontent prevails in the present system of grading and promotion."

Carried.

27. *Proposition.*—That the Senate recommends to the University Council to stop giving research scholarships for *short* periods to students who are not likely to continue such research work of their own accord as soon as their scholarship ceases.

Lost.

28. *Proposition.*—That Ordinance 62A (amended at the Senate meeting held on the 19th February 1927, *vide* pages 4 and 5 of the Proceedings) be further amended as follows :—

Add the following after Sub-clause (4) under III on page 26 of the Calendar for 1926-27, Vol. I :—

"Candidates for the B. T. Examination who have passed in 'I. Theoretical Course' and failed in 'II Practical Course in Educational Measurements' shall be

permitted to appear for 'II Practical Course in Educational Measurements' and 'III Practice in Teaching' only, and the examination fee for the same shall be Rs. 20."

The Ordinance when further amended to read as follows:—

"62 A. There shall be course of study .....

III .....

The Practical Examinations under III shall be conducted soon after the Examinations under I and II, and will be open to such of the candidates as shall have passed Parts I and II at any previous examination.

Candidates for the B. T. Examination who have passed in 'I Theoretical Course' and failed in 'II Practical Course in Educational Measurements' shall be permitted to appear for 'II Practical Course in Educational Measurements' and 'III Practice in Teaching' only, and the Examination fee for the same shall be Rs. 20.

Candidates for the B. T. Degree Examination who have passed in Theory and failed in Practice in Teaching, shall be permitted to appear for 'III Practice in Teaching' only and the Examination fee for the same shall be rupees 15.

The fee for the B. T. Degree Course shall be the same as for the Bachelor's Degree Course.

To pass the B. T. Examination, a candidate must obtain ..... in the order of merit."

Resolved that the proposition be referred to the Board of Studies in Teaching for consideration and report.

APPENDIX A.

Detailed Courses of Study and Schemes of Examination in French as Second Language for the Intermediate in Science and Intermediate in Science (leading to Engineering) Examinations as recommended by the Board of Studies in French.

I. COURSE OF STUDY.

(A) Intermediate Examination in Science.

The full grammar of Modern French as now taught in the Intermediate Classes in Arts;

The Articles.—Definite, Indefinite, Partitive.

The Nouns.—Masculine, Feminine; singular; plural. Rules of gender; Nouns which are masculine or feminine according to meaning. Irregular feminine formations. Nouns used only in the plural. Nouns with additional meaning in the plural. Compound Nouns; Formation and plural of compound Nouns. Abstract Nouns. Names of Countries. Possessive case. Indirect objective case. Nouns used partitively.

The Adjectives.—Agreement, Position. All forms for feminine and plural. Adjectives that change their meaning according to their position. Adjectives with two masculine forms. Demonstrative, Possessive. Numeral. Time. Dates. Measurement.

The Pronouns.—Personal. Possessive. Demonstrative. Relative. Interrogative. Conjunctive. Disjunctive. Indefinite. En. Y. Relative Position of personal pronouns when the verb has two pronoun objects.

The Verbs.—1. Auxiliary Verbs; Avoir, Etre.

2. The four regular conjugations. Active and Passive Voice. Formation of tenses. Simple and Compound Tenses.
3. All irregular Verbs.
4. Reflexive. Reciprocal. All impersonal Verbs.
5. The Subjunctive Mood: Five main rules for the use of the subjunctive in subordinate clauses:
   - (a) When the principal verb expresses *wish, will, command, consent.*
   - (b) When the principal verb expresses *doubt, uncertainty.*
   - (c) When the principal verb denotes an *emotion of the mind* with regard to the statement contained in the dependent clause.
   - (d) After impersonal verbs or after phrases expressing any of the above-mentioned ideas or feelings.
   - (e) After certain conjunctions.

6. The Infinitive Mood. Without preposition and with the prepositions: *a, de, sans, apres, pour, par.*
The Infiritive used in place of other moods, *e.g.*, when the second verb has the same subject as the first.
The Infinitive after *Faire, Laisser.*
7. The Participles; Present and Past. Their agreement.
8. Verbs requiring no preposition in English but requiring *de* or *a* in French.
9. Orthographic peculiarities of certain regular verbs.
10. Idiomatic uses of *Savoir, Faire, Devoir, Vouloir.*

The Adverbs.—Adverbs of quantity. Position. Formation. Comparison.

The Prepositions.—All of them. Idiomatic usage of the following pairs of prepositions; *avec* and *de*; *par* and *de*; *dans* and *en*; *avant* and *devant*; *pour* and *pendant.*

Syntax.

The Conjunctions.—Syntax.

The Sentences.—All of them in Modern French. Syntax.

(N.B.—Students will not be required to study French Prosody or Poetical Texts.)

(*B*) *Intermediate Examination in Science (leading to Engineering.)*

The same as for Intermediate Examination in Science.

II. SCHEME OF EXAMINATION.

(*A*) *Intermediate Examination in Science.*

French. Grammar, Translation from prepared text-books, and from unseen prose-writers. One paper of three hours. Maximum Marks 200*.

(*B*) *Intermediate Examination in Science (leading to Engineering.)*

(The scheme is the same as for Intermediate Examination in Science.)

* This has been changed to 100 by the University Council.

APPENDIX B.

PROCEEDINGS OF THE JOINT MEETING OF THE FACULTIES OF ARTS AND SCIENCE, HELD IN THE CENTRAL COLLEGE HALL, BANGALORE, ON SATURDAY THE 22ND OCTOBER 1927.

Mr. K. Mylar Rao, B.A., B.L., moved that "A student shall be considered to have studied for a year at an Intermediate College if he shall have attended not less than three-fourths of the number of working days during the said year, and not less than two-thirds of the working periods in each of the subjects during the said year."

Mr. N. S. Subba Rao seconded the proposition.

Mr. P. Sampat Iyengar spoke in favour of dropping the first part of Mr. Mylar Rao's proposition, and retaining the second part with this change that "two-thirds" be changed into "three-fourths."

Mr. E. G. McAlpine was in favour of dropping the second part of Mr. Mylar Rao's proposition, and retaining the first part only. After some more members had taken part in the discussion the Chairman put the following three propositions to vote, the first two of which were *lost* and the third *carried*:—

1. A student shall be considered to have studied for a year at an Intermediate College, if he shall have attended not less than three-fourths of the number of working periods in each subject during the said year.

10 members voted for, and 21 against. The proposition was *lost.*

2. A student shall be considered to have studied for a year at an Intermediate College, if he shall have attended not less than two-thirds of the number of working periods in each subject during the said year.

16 voted for and 21 against the proposition. The proposition was declared *lost.*

3. A student shall be considered to have studied for a year at and Intermediate College, if he shall have attended not less than three-fourths of the number of working days during the said year.

27 voted for and 7 against. The proposition was declared *carried.*

APPENDIX C.

I. EXTRACT FROM THE PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN NATURAL SCIENCE, HELD ON THE 11TH AUGUST 1927.

* * * *

3. Read Registrar's letter No. 935, dated the 15th July 1927, about Practical Examinations in Natural Science subjects for the Intermediate in Arts and the Intermediate in Science Examinations and it was unanimously *resolved* that there should be Practical Examination in all the Natural Science subjects.

II EXTRACT FROM THE PROCEEDINGS OF THE MEETING OF THE FACULTY OF SCIENCE, HELD ON SATURDAY THE 22ND OCTOBER, AT 3 P.M.

(2) The question of Practical Examination in Natural Science subjects for the Intermediate in Arts and the Intermediate in Science Examinations was next taken up for consideration. After considerable discussion, it was resolved to recommend that—

(*a*) in the Intermediate in Arts there was no need to have Practical Examination in the Natural Science subjects,

(Unanimously voting)

(*b*) in the Intermediate in Science there was no need to have practical Examination in Biology,

(Passed unanimously)

and (*c*) in all the other Natural Science subjects in the Intermediate in Science there should be Practical Examinations.

(Votes 10 for and 3 against).

APPENDIX D.

THE B. K. SREENIVASIENGAR SCHOLARSHIPS AND MEDAL.

These were founded by Mr. B. S. Krishnaswamiengar, B.A., B.L., retired District Judge, Bangalore, to perpetuate the memory of his son, the late Mr. B. K. Sreenivasiengar, Assistant Professor of Mathematics in the Central College, Bangalore.

The Endowment consists of a sum of Rs. 5,000 invested in the 6½ per cent Mysore State Loan—the interest on the Endowment is to be utilised every year for the award of *2 Scholarships* and a *Gold Medal* on the following conditions:—

1. Scholarships.

1. The Scholarships shall be styled "The B. K. Sreenivasiengar Memorial Scholarships."

2. Each Scholarship shall be of the value of Rs. 12 per mensem, tenable for 10 months in the academical year.

3. One Scholarship in the *2nd year*, and one in the *3rd year*, of the B.A. or B.Sc. classes, *in the Central College, Bangalore*, shall be awarded to the *poorest* among *the Hebbar Srivaishnava Brahmin Students* in those classes in the order given below, the *succeeding category to take effect failing the preceding one.*

(*a*) To the B.A. class students taking up *Mathematics* as one of their optional subjects;

(*b*) To the B.Sc. class students taking up *Mathematics* as one of their subjects, as main or subsidiary;

(*c*) To the B.A. class students taking up any other subjects, as optional;

(*d*) To the B.Sc. class students taking up any subjects other than Mathematics.

4. If there be no *Hebbar* Srivaishnava student coming under any of the 4 heads mentioned in para 3 above the Scholarships shall be awarded, as per terms and conditions stated in that para, to the *poorest* among the Srivaishnava Brahmin students, other than Hebbar ones, and failing such students also, to the poorest among *the Smartha or Madhva Brahmin* students.

5. The continuance of the scholarship in the 3rd year class to the holder thereof in the 2nd year class shall depend upon his good and satisfactory work in the latter class.

6. In the event of there being two or more candidates competing, and *equally eligible on grounds of poverty* for the said Scholarships, the University Council shall have the power to award the same to the most deserving of those candidates.

7. In case of want, in any year, of students coming within the description given in paras 3 and 4 above, the interest on the Endowment directed towards the said 2 scholarships, shall be awarded by the University Council, as *Scholarships*, to the poor and deserving *Brahmin Students* in any College in the Mysore State, preference being always given to *Hebbar Srivaishnava Brahmins.*

8. These scholarships may be held in conjunction with any other scholarship.

The Gold Medal.

1. The Gold Medal shall be styled "The B. K. Srinivasiengar Memorial Gold Medal" and it shall be of the value of Rs. 50.

2. The said Medal shall be awarded to the candidate who passes the B.A. or B.Sc. Degree Examination in both parts *in the same year* in the order given below, the *succeeding category to take effect failing the preceding one.*

(*a*) To the B.A. passing from the *Central College, Bangalore*, with *Mathematics* as one of his optional subjects and scoring the highest number of marks in that

subject, being not less than 50 per cent of the total number of marks assigned to it;

(*b*) To the B.Sc. passing from the *Central College, Bangalore*, with *Mathematics*, as his *main* subject and scoring the highest number of marks in that subject being not less than 50 per cent of the total number of marks assigned to that subject;

(*c*) To the B.A. passing from *the Maharaja's College, Mysore*, with *Mathematics*, as one of his optional subjects, scoring marks therein, as specified in (*a*) and (*b*) above;

(*d*) To the B.Sc. passing from *the Central College, Bangalore*, with *Chemistry* as his *main* subject, and scoring the highest number of marks in that subject.

After utilising the amount required for the said Scholarships and Medal, the balance, if any, will be handed over to the Bangalore Central College Sports Committee to be used for the award of a silver cup, styled "The B. K. Srinivasiengar Memorial Cup" to the winner in the open *Singles* (*Senior*) in that College Annual Tennis Tournament.

In the event of the present investment being changed and the annual interest accruing on the Endowment Fund becoming less, the value of the scholarships may, if that deficiency is not supplied by the members of the Donor's family, be proportionately reduced by the University Council.

APPENDIX E.

CONDITIONS AS ALTERED.

1. The endowment will be administered by the University Council.

2. Out of the income, 3 scholarships of the value of Rs. 8 a month each tenable for a period of two years in the B.A. classes and 4 scholarships of the value of Rs. 5 a month each tenable for two years in the Intermediate classes will be instituted.

3. The Scholarships will be given to poor and deserving Mohamedan students who take up *Persian* or *Arabic* as their optional subject in the B.A., and the Intermediate classes.

4. If, in any year, the Scholarships in any of the B.A., or the Intermediate classes lapse, the same will be given to poor and deserving Mohamedan students studying in the High School classes who have taken *Presidn* or *Arabic* as their optional subject, the value of the Scholarships being determined by the University.

5. The balance of the interest will be at the disposal of the University for the award of a prize to poor and deserving Mohamedan students graduating in such subjects as the University Council may determine.

APPENDIX F.

THE THUNGAMMA SCHOLARSHIP.

This was founded by Mr. K. Mylar Rao, B.A., B.L., retired Deputy Commissioner, Hassan District, and Mr. C. Srikantia, B.A., Assistant Professor of Chemistry, Central College.

The endowment which was accepted by the Senate at the meeting held in March 1920 consists of Rs. 1,250 and is invested in the 6½ per cent State Loan, 1940, the interest on which is utilised for the award of a schclarship called "The Thungamma Scholarship," every year on the following conditions:—

1. The scholarship shall be awarded to a woman student or in the absence of a woman student, to a poor Brahman male student, who has resided in the Mysore State for not less than 10 years and takes the highest number of marks at the II M.B.B.S. Examination among the students of that cless.

2. If the schoiarship is not awarded in any year, the amount of the scholarship shall be added to the corpus of the fund.

APPENDIX G.

THE SRI KRISHARAJENDRA SILVER JUBILEE LECTURESHIP.

This was founded by Mr. V. Subrahmanya Iyer, B.A., retired Registrar, Mysore University, Mysore, in honour of the Silver Jubilee of His Highness the Maharaja, the Founder and Chancellor of the Mysore University. The endowment consists of Rs. 1,008, the interest on which is utilised for the award of an honorarium or a gold medal under the following conditions:—

1. The lectures under this endowment shall be delivered on any such subject as embodies the results of an application of Scientific Method to any of the problems whose solution will lead *directly* to the promotion of human efficiency and happiness, especially under Indian conditions.

N.B.—The scope of the subject may be further indicated as follows:—
The application of any of the Sciences to industries or to life so as to increase efficiency, output and comfort;

or

The application of Scientific Method to problems of any humanistic subject such as Religion, Metaphysics, Psychology (including Education), Ethics, Aesthetics, Economics, Political institutions, so as to promote soundness of judgment, freshness of outlook and appreciation of higher human values.

2. The lectures, at least two in number on each occasion, shall be delivered at Mysore or Bangalore every *alternate* year, and that, if possible, about the 8th of August.

3. The lecturer shall be nominated by the University Council, which may, at its discretion award, in lieu of the honorarium, a gold medal, should any lecturer so desire, the medal being then called 'The Sri Krishnarajendra Silver Jubilee Gold Medal.'

4. The honorarium or the medal awarded for the lectures shall be equivalent in value to the total amount of interest accruing in the course of every two years.

5. The University Council, shall, subject to the usual approval of the Senate, be at liberty to modify all or any of the conditions under paras 2, 3 and 4 excepting the name of the medal, provided that such modifications be in furtherance of the object of the Endowment as indicated in para 1, which shall not be liable to any modification.

APPENDIX H.

THE SILVER JUBILEE KANNADA GOLD MEDAL.

This was founded by Mr. B. M. Srikantia, M.A., B.L., Registrar, Mysore University, Mysore, in commemoration of the Silver Jubilee of His Highness the Maharaja of Mysore.

The endowment consists of Rs. 1000 the interest on which is utilised for the award of a Gold Medal under the following conditions:—

(1) The Medal shall be called "The Silver Jubilee Kannada Gold Medal."

(2) It shall be awarded every year at the University Convocation for the best Kannada poem written by an under-graduate or post-graduate student from any of the Colleges in the University.

(3) The poem should be written in a pure Kannada metre (and not in the Sanskrit Vritta or Kanda Metre), and in an easily intelligible modern Kannada style. It may deal with any subject, ancient or modern, Indian or Foreign, provided the spirit and the treatment are modern. It may be a piece of original composition or a translation of an English or a Greek Classic or an adaptation of such, and should not exceed 300 lines in length.

(4) Competitors should send their poems to the Registrar, Mysore University, by 15th January every year.

(5) The award will be made on the recommendation of a Committee of three judges appointed by the University Council. No award should be made if the poem of the year does not reach a fairly good standard of execution and show some individuality in the writer.

(6) If any year the award is not made, the interest shall be added to the Corpus.

APPENDIX I.

SCHEME FOR THE M.A. DEGREE IN PERSIAN AS RECOMMENDED BY THE BOARD OF STUDIES IN URDU, ARABIC AND PERSIAN.

1. The course of studies for M. A. in Persian shall extend over a period of two years.
2. The course shall consist of the following subjects.
   (*a*) A general part relating to the study of the Persian Language and Literature.
   (*b*) A special part relating to a study of the Ancient Persian and the Arabic Language and Islamic Philosophy.

The general part shall comprise.

(1) Detailed study of prescribed text-books under Prose, Poetry and Drama.
(2) Persian grammar (historical), Rhetoric and Prosody.

Scheme for the M.A. Degree Examination in Persian.

A. GENERAL PART.

(1) Classical Prose and Poetry.
(2) Drama.
(3) Grammar (historical), Rhetoric and Prosody.
(4) History of Persian Literature and Language.

B. SPECIAL PART.

(1) Elementary knowledge of Ancient Persian Language.
(2) Elementary knowledge of Arabic Language.
(3) History of Persia as affecting the literature of different periods, and
(4) Islamic Philosophy.

Time-table for the M.A. Degree Examination.

1st day	10 A.M.—1 P.M.	Classical Prose.
,,	2 P.M.—5 P.M.	Classical Poetry.
2nd day	10 A.M.—1 P.M.	Grammar (Historical), Rhetoric and Poetry.
,,	2 P.M.—5 P.M.	History of Persian Literature and Language.
3rd day	10 A.M.—1 P.M.	Drama.
,,	2 P.M.—5 P.M.	Arabic Grammar and Literature.
4th day	10 A.M.—1 P.M.	Islamic Philosophy.
,,	2 P.M.—5 P.M.	Ancient Persian.

The following text-books for the M.A. Examination in Persian are recommeded :—

I. *Prose* :—(1) Tarikhi Sir John Malcolm—translated by Mirza Hairat up to Chap. XI.
(2) Tarekhi Tabari Vol. IV.
History of the Prophet and the 1st four Caliphs.
(3) Aklakhi—Jalali up to Lama VII.
(4) Safar Naman Hakim Nasiri Khusru up to Safare Shari Misr.
(5) Masalikul-Mohsinin by A. R. Talibof.

II. *Poetry* :—(1) Kulliyyati Khaqani—1st eight Khasidas.
(2) Garshaesp Nama I of Asadi (whole)
(3) Masnavi Maulana Rumi 2nd Dafter.
(4) Dawani Hafiz and Dewani Be-dil. (portion to be prescribed)
(5) Khusru Shirin by Nizami.
(6) Omar Khayyam, 1st 50 Quatrain.

III. The following books are recommended for the study of *grammar*.
(1) Dastur Zabani Parsi.
(2) Hadaiqul Balaghat.

IV *Ancient Persian Language.*
Avesta-gatha Yasna XIV Tat thwa.
Old Persian—Behustun cuniform.
Inscription of Darius, 1st and second columns.
Phalawai—Karnamaike Artashtari Papakan 1st chapter.

V. *History of Literature*—
Awfi Daulat-Shah.
Brown 4 vols. Atesh Kada Irafi Nama.

History
Sykes History of Persia, 2 volumes
De Boer (Islamic Philosophy—Translated by Jones).

APPENDIX J$_2$

Scheme of Examination for Electrical Engineering for the B.E. Degree as passed at the Senate meeting held on 20th November 1926.

No. of Papers	Particulars	Paper	Oral and Practical	Record
4	*Common* — Integral & Differential Calculus; Statics, Dynamics, & Hydrostatics; Applied Mechanics ... ...; Graphic Statics	280	...	70
5	Hydraulics and Hydraulic Machinery ...	100	...	30
6	Mechanical Engineering	100	..	25
7, 8, 9	Electrica Engineering...	250	...	100
10	Drawing	100	...	100
11	Estimating, Specifications and Engineering Economics.	100	..	30,25*
12	Workshop and Mechanical Laboratory	...	70	60
13	Electrical Laboratory	...	80	80
	Total	930	150	520
				1600

*1 Papers.
*1 Essay Paper.

12 Papers (Theory) and 2 Practical.

APPENDIX K.

DETAILED SYLLABUS IN DYNAMICS FOR STUDENTS TAKING ADDITIONAL MATHEMATICS FOR THE INTERMEDIATE EXAMINATION IN SCIENCE, AS PASSED AT THE JOINT MEETING OF THE BOARDS OF STUDIES IN PHYSICAL SCIENCE AND MATHEMATICS, HELD ON 13TH AUGUST 1927.

1. Displacement, velocity and acceleration (linear and angular) all defined in the notation of the Calculus—with simple applications to motion in a plane.

2. Mass and Force. First and second laws of motion. Resolution and composition of vectors (displacement, velocity, acceleration and force) with applications to simple problems such as uniform motion in a circle, motion of projectiles under gravity.

3. Work and Energy; Conservation of energy.

4. The Third Law of Motion.

5. Simple harmonic motion with applications to the simple pendulum and the spring.

6. Parallel forces, moments, couples, conditions of equilibrium of forces in a plane.

7. Centre of Mass.

8. Simple machines.

Note.—All students taking Additional Mathematics should be given the necessary experimental instruction in the Physics Department.

APPENDIX L.

Extracts from the Proceedings of the Meetings of the Board of Studies in Teaching held on 9th September 1926, 11th April 1927 and 6th August 1927.

Meeting held on 9th September 1926.

* * * * *

2. Syllabus for the B.T.;—

(*a*) Syllabus in Prinipal of Education—*Approved.*

(*b*) Syllabus in Selected Educational topics—*Approved.*

Meetting held on 11th April 1927.

* * * * *

1. The Syllabuses in the History of Education, Educational Psychology and Elements of Mental measurements were approved (as per annexures).

2. * * * * *

3. *Resolved* that 30 per cent of the maks allotted for the practical examination in Teaching for the B. T. Degree be set apart for the practical work of the students during the course.

Meeting held on 6th August 1927.

* * * * *

2. The draft syllabus for the Method of Teaching subjects prepared by Dr. S. Paul Chinnappa was examined in detail and was approved with modifications (copy of the modified syllabus is enclosed.)

* * * * *

DETAILED COURSES OF STUDY FOR THE B.T. DEGREE EXAMINATION.

I. (*a*) EDUCATIONAL PSYCHOLOGY.

Introductory :—

The Biological background—

The concepts of 'Evolution,' 'Variation,' 'Selection,' etc.

The inheritance of mental traits and of acquired traits.

The Physiological background.—

The Receptor and the Effector systems. The brain and the central nervous system. Some general properties of nervous reactions. The theory of the 'Conditioned reflex.'

The ultimate Psychological Processes.

The Psychology of complex mental processes and their educational importance :—

Attention—Favourable conditions for securing 'attention.' The characterestic features of children's attention.

Sense-perception—Pre-perception, and apperception, limits of educability of perceptual processes.

Imagination—Imaging and imagining, kinds of imaginations, function of imagination, scope of training in processes of imagination.

Memory and Learning—Favourable conditions of learning. Learning curves and plateaux stages. Transfer and Interference effects. The theory of formal discipline.

Thinking and Reasoning—Various levels of thinking. Analysis of a complete act of thought. Relation to language. Growth from childhood in respect of matter, coherence, speed, etc. Limits of educability of reasoning.

"General Intelligence." Its distribution, relation to age, schooling, speed, language ability, parentage, size of family, etc.

Some behaviour patterns, and their corresponding emotions—herd, sex, fear, anger, appeal, "sleep," parental, laughter, etc.

The birth equipment of impulses, their growth, and further complications by retentive processes, sentiments and complexes.

The scope of educability of conduct, chiefly by the avoidance of accessory, slowed, negative and unnatural reactions.

Growth of *group* and *moral* consciousness in children. Moral delinquency, its distribution, causes and remedies.

Books recommended :—

G. H. Thomson: Instinct, Intelligence and Character.
Rusk: Experimental Education.
Burt: The Young delinquent.
Watson, Behaviourist Psychology.
Thomson, J. A.: Everyday Biology.
Crichtone Browne: Story of the Brain.

(*b*) MENTAL AND EDUCATIONAL MEASUREMENTS.

Some simple statistical devices—
The concept of 'Chance' and the theory of the Normal curve. The Frequency curve of distribution and its smoothing. Measures of central tendency and of variability. The Probable Error. Measures of relationships.

Theory of measurements—Extensive and intensive measurements.
Sources of error in subjective valuation.
Essentials of valid measurements.

Test of sensory and motor capacities—
Tests of sensory acuity—Visual, auditory and tactual.
Span of apprehension—Visual and auditory.
The Dynamometer test and the Steadiness test.
Tests of observation and report. Testimony value.
Tests of attention and distraction.
Tests of suggestibility.
Tests of Imagery and Imagination.
Tests of fatigue, and the features of the work curve,
Tests of memorising and of strength of association.

Economical methods of memorising—Recall *vs* Recitation.
Distribution *vs* Massing.
Whole *vs* Part.
With Knowledge of Errors *vs* Without Knowledge of Errors.

Tests of Trial—and—Error Learning—Muscular, Verbal and Notional.
Tests of Intellectual equipment—Vocabulary and range of information.
Tests of 'General Intelligence'—Individual and group tests. Lingual, pictorial and performance tests.
How to frame, administer and value tests of 'General Intelligence.'
Tests of special abilities and disabilities—Musical, Mechanical, language disability, etc.
Tests of aesthetic judgment.
Tests of moral evaluation.
Personality rating and character study.
Tests of ability to interpret facial expression or Social Tact.

Measurements of ability in Reading—Speed and Comprehension.
Writing—Speed, legibility, etc.
Spelling—Ayre's scale, Burt's scale.
Grammar and Composition.
Mathematics—Mechanical and reasoning.

Books recommended :—

Whipple:—Manual of Physical and mental Tests. 2 Vols.
Ballard:—Group tests of Intelligence.
New Examiner.
Burt:—Mental and Scholastic Tests.
Turner and Betts:—Laboratory Studies in Educational Psychology.
Thurstone:—Fundamentals of Statistics.

2. PRINCIPLES OF EDUCATION AND METHODS OF TEACHING PARTICULAR SUBJECTS.

A. General.

(i) The need of a theory of Education—Relation of theory to practice.

References:—1. J. Adams: The Evolution of Educational Theory. Chap. I.
2. McVannel: Outlines of a Course in the Philosophy of Education.
3. H. H. Horne: The Psychological Principles of Education. Chap. I.

(ii) The Meaning of Education—Education as the process of adjustment between the individual and the environment—unregulated and regulated adjustment—Other concepts (preparation, unfoldment and formal discipline, etc.)

References:—1. J. E. Adamson: The Individual and the environment, Chap. I.
2. J. Dewey: Democracy and Education: Chapters I-V.

(iii) The Aim of Education—The nature of an aim—General and Specific aims—Review of current aims historically and critically.

References:—1. J. Welton: What do we mean by Education? Chapters I and II.
2. M. W. Keatings: Studies in Education.
3 T. Raymont: Principles of Education. Chap. I.

(iv) The Agencies of Education—The family, the social community, the church, the State and the school—The evolution and function of the school—The nature of the school environment.

References:—1. S. N. Henderson. The Principles of Education, Part III. Chaps. 14, 15 and 16.
2. J. Welton: What do we mean by Education? Chapter V.
3. J. Dewey: Democracy and Education. Chapter II.

(v) The Function of the Teacher—Concepts of Bi-polarity and Tri-polarity. The modern views regarding the influence of the personality of the teacher—The scientific and cultural pre-suppositions of the teacher's work.

References:—1. J. E. Adamson: The Individual and the Environment, pp. 26-51 and 340-6.
2. J. Adams: Modern Developments in Educational Theory and Practice. Chaps. I and II.
3. P. B. Ballard. The Changing school. Chap. VII.

(vi) Some facts and factors affecting the development of the child—The prolongation of human infancy and its sociological and educational significance—The nature of the living organism—the increased size and complexity of the cerebral substance—The periods of development and their prominent features—Heredity (and inheritance of acquired traits) and Environment (social heredity).

References:—1. N. M. Butler: The Meaning of Education. Chapter I.
2. H. H. Horne: The Philosophy of Education. Chapter II.
3. J. Adams: The Evolution of Educational Theory. Chapter II.
4. H. H. Horne: Idealism in Education.
5. Donaldson: The Growth of the Human Brain.

B. Instruction.

I. Material.

(i) Discipline, Knowledge, Character and utility as criteria of selection—A true standard of value as determined by the aim.

References:—1. W. G. Sleight: The Organisation and Curricula of Schools. Chap. IV.
2. J. Dewey: Democracy and Education. Chap. XIV.

(ii) The Elements of the environment and the needs of the various stages of development.

References:—1. H. H. Horne: The Philosophy of Education. Chapters IV and V.
2. N. M. Butler: The Meaning of Education. Chapter I.
3. J. J. Findlay: The Principle of Class teaching.

(iii) Curricula for Infant, Primary and Secondary grades of education.

References:—1. W. G. Sleight: The Organisation and Curricula of Schools. Chapters V to VIII.
2. J. J. Findlay: Principles of Class teaching.
3. J. Welton: Principles and Methods of Teaching. Chap. II.

(iv) Theories of Recapitulation—The Psycho-physiological theory and the Culture epoch theory.

References:—1. T. N. Henderson: The Principles of Education. Chap. VI.
2. F. E. Bolton: Principles of Education. Chapter IV

(v) The scope of School studies :
References :—1. T. Raymont : Principles of Education. Chapter VII.
2. J. E. Adamson : The Individual and the Environment, Book I. Chapters 2 and 3, Book II, Chapters 4, 5 and 6 and Book III, Chapter 3.

(vi) Co-ordination, Correlation and Concentration :
References :—1. McMurry : Elements of General Method. Chap. IV.
2. T. Raymont : Principles of Education. Chap. X.
3. J. Dewey : School and Society.

II. Form.

(i) The nature and general principles of method. Teaching and learning processes :
References :—1. J. Dewey : Democracy and Education. Chap. XIII.
2. J. Welton : The Principles and Methods of Teaching. pp. 48-60.

(ii) Logical and Psychological methods :
References :—1. J. Dewey : How we think. Chap. V.

(iii) The Maxims of methodical procedure.
References :—1. J. Welton : The Principles and Methods of Teaching. pp. 62-66.
2. J. Dewey : How we think. Chaps. X and XI.

(iv) Formal Steps :
References :—1. J. Welton :—Principles and Methods of Teaching. pp. 72-100.
2. J. Dewey : How we Think. pp. 202-213.
3. P. A. Barnett :—Common Sense in Education and Teaching. pp. 8-19.

(v) Types of Lessons. Inductive, deductive, drill, review, appreciation and how-to-study lessons.
References :—1. L. B. Earhart : Types of Teaching.
2. Strayer : A Brief Course in the Teaching Process.
3. McMurry : How to Study.

(vi) Devices of Teaching : Exposition, illustration, questioning etc.
References :—1. J. Adams : Exposition and Illustration in Teaching.
2. Strayer : A Brief Course in the Teaching Process.

C. TRAINING.

Moral Instruction and Training.
The aim of moral training.
The chief factors in moral training—(1) Corporate Life of the school, (2) Personal Influence and (3) non-personal influence.
The corporate life of the school—school community—mutual rights and obligations—school government—school laws and their enforcement—rewards and punishments—their nature and kinds.—pupil self-government.
Influence, government and discipline—Personal influence of the teacher and 'the leaders of the group.'—Non-personal influence of the curriculum and other school activities.
The Relation of the school to other communities with kindred interests.
References :—1. Welton and Blandford : Principles and Methods of Moral Training.
2. Mrs. Bryant : Moral Education and Educational Ends.
3. T. Raymont : Principles of Education, Part V.
4. J. O. Engleman : Moral Education in school and Home.

D. SCHOOL HYGIENE AND ORGANISATION.

I. *School Premises and Hygiene.*

School site and buildings—playground—furniture—common ailments of children and how to detect them—infectious diseases.
References :—1. Lukes and Blackman : Tropical Hygiene.
2. S. E. Bray : School Organisation, Chap. I.

II. *School Organisation.*

The school and its divisions—The class as a working unit—the staff—classification of pupils—time-tables—examinations and promotions—school records.
References :—1. S. E. Bray : School Organisation.
2. P. C. Wren : Indian school organasition.

E. SPECIAL METHODS.

(i) *Principles of teaching Language with special reference to English.*
(*a*) Aims :—
(*b*) Psychology of Language—a mode of behaviour and expression.
(*c*) Content and form of language study :—
1. The distinctive features of Poetry and Prose.
2. Elements of appreciation.
3. Expression.

(*d*) Methods of teaching English :—
1. The Direct Method.
2. The Translation Method.

(*e*) The Method of presentation in different grades of Schools :—
The Primary School.
The Middle School.
The High School.

(*f*) Methods appropriate to the teaching of the various branches of Language study.
Poetry, Prose, Grammar, Composition.

(ii) *Teaching of History.*

(*a*) Aims :—
1. Civic, National and international consciousness.
2. Information and search for truth.
3. Historical imagination.
4. Political Insight.
5. Critical, Historical and Ethical judgment.

(*b*) Methods of teaching and their comparative value :—
1. The Chronological.
2. The Retrospective.
3. The Concentric.
4. Biographical method.
5. The Source method with special reference to Archæology.

(*c*) Scope and method of presentation in different grades of schools :—
The Primary School.
The Middle School.
The High School.

(*d*) Equipment necessary for teaching History.

(iii) *Teaching of Geography.*

(*a*) Aims :—
1. Man's adaptation to existing environment.
2. Man'e reconstruction of the environment to suit his genius.

(*b*) Contents of geographical study :—
1. The Phenomenal,
2. The Political,
3. The Economic,
4. The Commercial and Mathematical.
5. The achievements of man—current geographical literature.

(*c*) Methods of teaching :—
1. The Observational.
2. The Descriptive.
3. The Scientific.
4. The Regional.

(*d*) Scope and method of presentation in different grades of schools :—
The Primary School.
The Middle School.
The High School.

(*e*) Equipment necessary for teaching Geography.

(iv) *Teaching of Mathematics.*

(*a*) Aims :—
1. Practical.
2. Formal.
3. Cultural.

(*b*) Psychology of Mathematics :—
Analysis of Number, Space and Movement.

(*c*) 1. Arithmetic :—
The origin and evolution of numbers and their operations; abbreviation as a method.

2. Algebra :—
The Science of Mathematical operations; Abstraction and its correlation with Symbols.

3. Geometry :—
Perception of figures, Abstraction, Analysis and Synthesis, Comparison, Logical treatment and Demonstrations; correlation of practical and theoretical geometry with a view to sequence.

(*d*) Unity of Mathematical knowledge.
(*e*) Methods of teaching. Deductive and Inductive methods.
(*f*) The place of the concrete in the development of Mathematical knowledge.
(*g*) Scope and Methods of presentation in different grades of Schools.
The Primary School.
The Middle School.
The High School.

(V) TEACHING OF SCIENCE.

(*a*) Aims :—
1. Accurate knowledge.
2. Scientific attitude and habit of mind.
3. Cultural value.
4. Inter-relationship between different sciences.

(*b*) Methods of teaching :—
The scientific method of experiment, observation and inference.
The Heuristic method.

(*c*) The Laboratory, its equipment and management.
(*d*) Use of apparatus and its limitations.

BOOKS RECOMMENDED BY THE BOARD OF STUDIES IN TEACHING FOR STUDY OF DIFFERENT SUBJECTS UNDER "METHODS OF TEACHING PARTICULAR SUBJECTS."

A. GENERAL.

1. Methods of teaching in High Schools—Parker Gin & Co.
2. Psychology of High School subjects—Judd Ginn & Co.
3. Instruction in Indian Secondary Schools—Mackenzie (Oxford University Press).
4. Principles and Methods of Teaching—Welton.

B. SPECIAL.

Teaching of English.

1. Teaching of English—Chubb
2. Teaching of English—Carpenter, Baker and Scott
3. English Phonetics—D. Jones
4. How to study a foreign language—Jesperson
5. Teaching of English in Indian Schools—Wyatt.

Teaching of History.

1. Teaching of History and Civics—Bourne.
2. Teaching and Study of History—Keatinge.
3. Relation between History and Geography—H. B. George.

Teaching of Geography.

1. Teaching of Geography—Barry.
2. Special Method in Geography—M. Murry
3. Teaching of Geography—A. Geikie.

Teaching of Mathematics.

1. The Teaching of Elementry Mathematics—D. E. Smith.
2. Teaching of Mathematics—Young
3. Teaching of Mathematics—Larslaw.

Teaching of Science.

1. Scientific Method—Armstrong
2. Teaching of Physics and Chemistry—Smith and Hall.
3. Teaching of Science—Brown.
4. Introduction to Science—J. A. Thompson.

3. THE HISTORY OF EDUCATION AND EDUCATIONAL IDEALS.

A. WESTERN EDUCATION.

(i) *Educational Ideals and Contemporary Life.*—Social, political and religious factors of civilization as determining the ideals of education. Educational reformers as exponents of educational doctrines.

(ii) *Greek Education.*—Early education in Greece. Spartan and Athenian education, their aims and ideals, content, methods and results. The new Athenian education and its ideal of progressive adjustment. Sophists and individualism. Greek educational theorists—Plato and Aristotle, their influence upon educational thought and practice. Rhetorical and Philosophical schools. The universities. The spread of Hellenic culture.

(iii) *Roman Education.*—Early Roman education and the genius of the race. Influence of Greek education. Education in the Imperial period. Quintilian's work and influence.

(iv) *Mediæval Education.*—Early Christian education. The monastic education, its ideals, content, and methods. The educational work of Charles the Great. Alcuin and his schools. Scholasticism, its purpose, content, method and influence.

(v) *Muslim Learning and Education.*—Muslim learning in Western Europe. Moorish Universities and Colleges in Spain. Averroes and Avicenna. "Brethern of Sincerity." Effect of Muslim education upon Europe.

(vi) The Rise and Progress of *Universities* and University Education.

(vii) *The Renaissance and the Humanistic Education.*—The movement in Italy and North Europe. Renaissance educators and schools. Vittorino de Feltra.

(viii) *The Reformation.*—Its relation to the Renaissance. Counter-reformation. The Jesuits and their system of education. The Port-Royalists and the Christian Brothers.

(ix) *Realism in Education.*—Three phases of its development. (1) Humanistic realism—Rabelais and Milton, (2) Social realism—Montaigne. (3) Sense-realism and the rise of scientific enquiry—Comenius and Ratke.

(x) *Formal Discipline* in Education: Locke.

(xi) *Naturalism in Education.*—The conditions of the times and the rise of the movement. Rousseau's "Emile" and "education according to nature." The lines of development—the psychological, scientific and sociological movements. Spread of Rousseau's influence.

(xii) *The Psychological Movement in Education.*—Two lines of thought. (1) "Development from within."—Pestalozzi, his work and influence. Froebel and his Kindergarten. (2) "Development from without." Herbart, his educational theory and influence. The science of education and child psychology. Development of educational practice.

(xiii) *The Sociological Movement in Education.*—Philanthropic and religious movements in education. Charity and Sunday school movement.—the monitorial system—the infant school movement. The rise of national systems of education. Industrial training in education.

(xiv) *The Scientific Movement in Education.*—The development of natural sciences and their influence on life. H. Spencer and Huxley, their influence. Science in the curriculum.

(xv) *Present-day Tendencies in Education.*—In regard to the meaning, organisation, curriculum and method of education.

Text Books:—1. P. Munroe: A Brief Course in the History of Education.
2. Boyd: The History of Western Education.

References:—1. F. P. Graves: A History of Education, (3 Vols.)
2. Cubberley: The History of Education.
3. Davidson: The History of Education.
4. Quick: Essays on Educational Reformers.
5. P. Munroe: A text-book in the History of Education.

B. INDIAN EDUCATION.

1. *Ancient Indian Education.*—Literary and vocational instruction for the different classes—specialisation in "Parishads."

2. *Buddhistic Education.*—The nature of elementary education. Development of experimental sciences, such as medicine and chemistry. Higher education in Universities.

3. *Muslim Education.*—Its character. Education of all classes. Development of two classes of institutions.

4. *Education during the Company Period.*—Early activities in Madras and Calcutta. The part played by missionaries and the Government. The decision of 1835 and its results. The despatch of Lord Halifax in 1854 and the foundation of the modern system. The rise of the Universities.

5. *Education under the Crown.*—The Education Commission of 1882 and the development of education till 1900. The Indian Universities Commission of 1902. The Calcutta University Commission. The creation of new Universities. Montford reforms and education. Compulsory Acts and educational control. A general review of the present system of education.

References.—1. Keay: Ancient Indian Education.
2. N. Law: Education under Mohamedan Rule.
3. Syed Mahmood: History of English Education in India.
4. H. R. James: Education and Statesmanship in India, 1797-1910.
5. Arthur Mayhew: The Education of India.

4. SELECTED EDUCATIONAL TOPICS.

National Systems of Education.

A. INTRODUCTORY.

The 19th century and the movement for national education—A national system and expression of the national genius and suited to social 'milieu'—a vital part of the social organism—A national system and the influence of historical, geographical, enthnological political and economic factors, illustrated by the general features of the national systems of education in America, England, Germany and Japan—The aim of a national system—Reasons for studying foreign systems.

References.—1. P. Sandiford: Comparative Education; Chap. I.
2. R. E. Hughes: The making of Citizens. Chap. V.

B. THE ENGLISH SYSTEM OF EDUCATION.

(a) General Features.

Combination of central and local control—lack of unity and symmetry in organisation—Freedom and individualism in school methods and organisation.

(b) Administration.

(i) CENTRAL AUTHORITY.

The Board of Education; its origin and development, its composition and organisation. The work of the Central Office. Inspectorate, its organisation—appointments and powers of Inspectors. The Consultative Cammittee and the Department of Special Inquiries and Reports.

(ii) LOCAL AUTHORITY.

Kinds.—Councils of counties, County Boroughs, Municipal Boroughs and Urban Districts. Education Committees—Sub-committees. Managers.

Powers and duties of local educational authorities—Officers of L. E. A.'s—relation between the local and Board inspectors. School Attendance officers.

(c) Organisation.

No Real system—historical, social and other causes—Chief features—Social cleavage, absence of complete State control and variety of types.

(i) The Elementary schools:—Aim, organisation, attendance, curriculum, staff, methods and tendencies.

(ii) The Central schools:—aim, organisation and curriculum. Difference between Central and Secondary Schools.

(iii) Secondary schools:—Types, Public schools, Grammar schools, Municipal or County secondary schools, High schools for girls, Preparatory and Private schools—aim, organisation and curriculum. Examinations.

(iv) Technical schools: Late development—their aim and kinds.—Junior trade or technical schools; technical institutions. Curriculum, staff, etc.

(v) Continuation schools: Evening schools: Day schools.

(d) Training of Teachers.

For Elementary schools.—Brief History, monitorial and pupil-teacher systems. Training Colleges and University Departments of Education. Admission, qualifications, classes of students, courses of study, examinations.

For Secondary Schools:—College of Preceptors—Types of institutions recognised for this purpose. Curriculum, Examinations and diplomas.

(e) The Child Welfare Movement.

The system of medical inspection of schools and scholars—Feeding of necessitous Children—Movement for play grounds. Open air schools and Sanatoria—Special schools for the defective—Nurseries, etc.

The Fisher Act of 1918 and the lines of future development.

References.—1. Cyril Jackson; Outlines of English Education.
2. P. Sandiford; Comparative Education, Chap. III.
3. Lance Jones: The Training of Teachers.

C.—THE EDUCATIONAL SYSTEM OF THE UNITED STATES OF AMERICA.

1. *General Characteristics.*

Decentralisation of control, diversity in organisation, lack of uniformity in method and development and constant change. Causes briefly examined.

2. *Administration.*

National control:—The Bureau of Education. Local control:—Units of Control: the school District, the township, the country, the City and the State—the Boards of Education, their composition and officers. Present general tendency towards centralisation.

3. *Organisation.*

Rectilineal system:—Equality of educational opportunity for all—Unified and comprehensive, free and secular.

(i) Elementary Schools:—Rural and Urban. Curriculum, methods, schemes of work and the staff.

(ii) Secondary Schools:—Their development, Grammar Schools, Academics, and Public High Schools. Courses of study—curriculum—internal organisation—Staff—Junior High Schools.

(iii) Technical Schools:—Rapid development, Evening Schools—Day Schools—Trade Schools—Preparatory Trade Schools.

(iv) Continuation Schools:—Aim and curriculum, etc.

4. *Training of Teachers.*

For Elementary Schools:—Its beginnings—The monitorial system—State Normal Schools—Courses and curricula. Training of rural school teachers.

For Secondary Schools:—Recent development—The Teachers' College movement—courses, curricula and Staff.

Further training of teachers in service:—Summer Schools, Teachers' Institutes, Reading circles, conferences, etc.

5. *Other recent Educational Movements.*

References.—1. P. Sandiford: Comparative Education—Chapter I.
2. J. Draper: American Education.
3. S. A. Burstall: Impressions of American Education.

D.—GERMAN SYSTEM OF EDUCATION.

1. *General Features.*

Centralised control, extreme uniformity and excessive prescription. Social cleavage in organisation. Causes briefly examined. The tendency after the War.

2. *Administration.*

The minister and his assistants. Provincial School Boards: their composition and powers—County School Boards—District and city educational authorities and officers—Inspectors: district and local.

3. *Organisation.*

Social distinction in organisation.—

(i) Elementary Schools:—Aim, curriculum, discipline, methods of teaching, staff, attendance—changes since the War. Mittelschule.

(ii) Secondary Schools:—Aim, types: Gymnasium and Real-gymnasien. Ober Real-schule and Real-schule, Real-gymnasien. Early specialisation and Reform Schools: Altona and Frankfort plans—curriculum, methods, etc.

(iii) Vocational Schools:—Complete adaption of Technical education to industrial and commercial needs—The lower technical or commercial schools: courses, curriculum, etc. The middle Technical and commercial schools: Courses, curriculum, etc. Control of technical and commercial schools.

(iv) Continuation Schools:—Aim, and organisation—Dr. Kerchensteiner's reforms—Curriculum, etc.

4. *Training of Teachers.*

For Elementary School Teachers:—Normal institutions—Preparatory institutes. Curriculum, Examinations, certificates, staff, etc.

For Secondary Schools:—Rigid training—arrangements for training, admission qualifications, the seminar and the trial year—curriculum and methods. Tendencies after the War.

5. *Medical Inspection and other Child Welfare Movements.*

6. *Revolution and the democratic tendencies in Education.*

References:—1. P. Sandiford: Comparative Education. Chapter II.
2. G. Kerchensteiner: The Schools and the Nation.

E.—THE JAPANESE SYSTEM OF EDUCATION

1. *General Features.*

Centralised control. Common schools. Adaptations of western models—Causes briefly examined.

2. *The Westernisation of Japan.*

No imitation but adaptation—Factors at work.

3. *Administration.*

Central:—The ministry of Education—The officers. Bureaus—Inspectors.
Local:—Prefectures, Sub-prefectures, Inspectors and other officers.

4. *Organisation.*

Classification of Schools—a complete and adequate system:—

(i) Kindergartens:
(ii) Elementary Schools: Aim, carriculum, methods, Staff, etc.
(iii) Advanced Elementary Schools: Aim, curriculum, etc.
(iv) Middle Schools for Boys: Aim, control, curriculum, methods, staff, etc.
(v) High Schools for Girls: Aim, control, curriculum, methods, staff, etc.
(vi) Higher Schools for Boys: Aim, courses, curriculum, methods, etc.
(vii) Technical Schools: Various grades: Technical schools of classes A and B and higher technical institutions. Kinds: Schools of Agriculture, Engineering, Technology, Commerce and Navigation—The courses and curricula—Supplementary Technical and Continuation schools.

5. *Training of Teachers.*

For Elemensary Schools: Normal schools: conditions of admission, curriculum methods, staff, etc.

For Secondary Schools: Higher Normal Schools for men and women—courses methods, etc.

Post-graduate courses.

Certification of Teachers.

6. *Other Educational Movements.*

References:—1. Syed R. Masood: Japan and her Educational System.
2. Baron Kikuchi: Japanese Education.

The General Tendencies of Post-War Education as manifested in the Education systems of the above countries.

References:—1. F. W. Roman: The New Education in Europe.
2. F. C. J. Hearnshaw: Educational Advancement Abroad.

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